DOCUMENT RESUME

ED 391 838 TM 024 440

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TITLE Making Data Work for You. A Guide to Resources for Program Developers and Youth Advocates.
INSTITUTION Indiana Youth Inst., Indianapolis.
PUB DATE Jun 95
NOTE 41p.
AVAILABLE FROM Indian Youth Institute, 333 N. Alabama St., Suite 200, Indianapolis, IN 46204-2151 ($3 postage and handling per publication up to maximum of $7.50).
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Advocacy; Data Analysis; Databases; *Data Collection; Evaluation Utilization; *Information Utilization; Intervention; Legislation; Program Development; Program Implementation; Resources; *Statistical Data; *Youth Programs
IDENTIFIERS *Indiana

ABSTRACT

This guide presents an introduction to the basics about data collection and discusses the uses of data in daily work. The emphasis is on youth programs in Indiana, but the information is useful for programs in other states. Ways in which program planners and advocacy activists can use data are described, and local, state, and national resources for data use are listed. The word "data" means a collection of things known or assumed, whether information that describes or information from which conclusions can be inferred. A glossary of terms that program planners and advocates can use is presented. Using data for program planning, design, development, and evaluation is described; and using data for advocacy is explored relative to education, intervention, and legislation. Information resources are listed in the following categories: (1) recent Indiana statistical publications (34 publications); (2) recent national statistical publications (17 publications); (3) national clearinghouses and sources of data (29 clearinghouses and sources); (4) data sources about Indiana (14 sources and organizations); and (5) 10 electronic databases and resources. (SLD)

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Making Data Work For You

A Guide to Resources for Program Developers and Youth Advocates

The Indiana Youth Institute
Working with adults who care about youth

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Making Data Work For You

A Guide to Resources
for
Program Developers and Youth Advocates

Prepared by Xuan Ma, Judith B. Erickson and Gail Thomas-Strong

June 1995

The Indiana Youth Institute was established in 1988 as an independent, nonprofit center. IYI is an intermediary agency serving the youth of Indiana by supporting adults statewide who care about youth—both youth-serving professionals and policymakers—with research, training, and advocacy. IYI recommends, but does not endorse, the resources and information provided in this Guide. This is only a sampling of materials and information available on ways that data can work for you. For further information, please contact IYI or your local library.

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From the IYI Resource Center

Feedback Questionnaire

Introduction

This Guide is designed to

- introduce the basics about data collection,
- present the significant roles of data in our daily work,
- provide different ways of using data in program planning and advocacy activities, and
- identify local, state and national resources, publications and databases.

This Guide can help you if you are

- a youth program fundraiser writing a proposal for a new project,
- a youth program director writing an annual report,
- a youth advocate preparing for an interview with a local TV station, or
- a community leader working for neighborhood improvement.

This Guide serves as a bridge to more resources. At the Indiana Youth Institute, we believe that information is a key to achieving goals. Providing this Guide is one of the ways that IYI helps adults who work with young people realize their goals.

What constitutes "data"? The word data simply means a collection of things known or assumed: facts, figures, evidence, records, statistics—information that describes or from which conclusions can be inferred. A piece of data can be a number (statistical/quantitative data) or a paragraph of text (textual data). There are many types of data. For example:

- data about people—demographic characteristics, such as age, race, gender, income, employment status, and grade in school;
- data about events—such as births, deaths, graduations, and accidents;
- data about things or processes—such as places, organizations, families and programs.

Importance of of data collection

- Data serve as a basis for answering questions and making decisions. Data can be analyzed and interpreted. Data processing and decision-making could be outlined as follows:
  QUESTIONS-->DATA COLLECTION-->DATA ANALYSIS-->ANSWERS-->DECISION

- Combined with theoretical studies, experts' opinions and practical guidelines, careful collection and analysis of data can support an argument or a statement.

- Selected data effectively summarize a large amount of information, make a compelling summary of survey figures, illustrate changes over time, and make comparisons. They can provide a global view and an overall picture about an issue.

Before collecting data, ask questions to define the framework of the project and the broad range of possibilities. Also remember, due to limitations of resources (time, staff, money), comprehensive or exhaustive data collection may be unrealistic. Two basic questions will shape your decisions about selecting data and the tone, language and format in which they will be presented.

First, which audience do you hope to reach?

- The general public?
- Funders?
- Service providers?
- Government officials?
- The business community?
- Religious organizations or a racial or ethnic group?
- The media?
- A board of directors?

Second, what do you want your data to do?

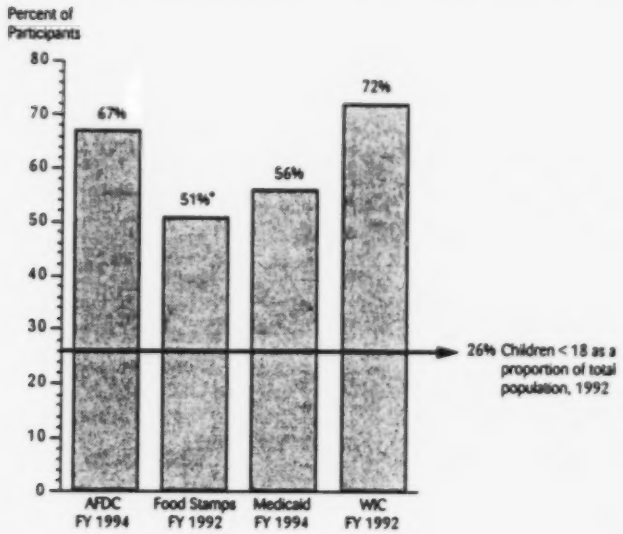
- Increase general awareness about children's issues?
- Focus attention on a specific problem faced by children?
- Generate support for an initiative, program, or piece of legislation?
- Prevent adoption of a harmful measure?
- Create an organizing document that will encourage people to become involved in children's issues?
- Motivate public officials to take a particular action?

After information has been collected and analyzed, the compelling data can be presented in a variety of interesting ways. Graphics help the audience grasp ideas quickly. Numbers, percentages, and rates, for example, presented in tables, charts, bar graphs, line graphs, pie charts, or 3-dimensional charts are effective means of making a point. They can make a favorable impression on funders and lend credibility to staff observations of a program's positive effects.

Examples:

"bar graph"

Hoosier Children Younger than 18 as Percent of Participants in Government Support Programs

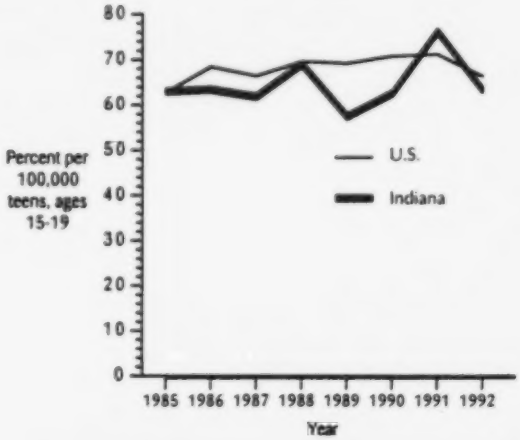


*Estimate based on national data.

SOURCE: Indiana State Department of Health; Indiana Family and Social Services Administration; U.S. Bureau of the Census.

"line graph"

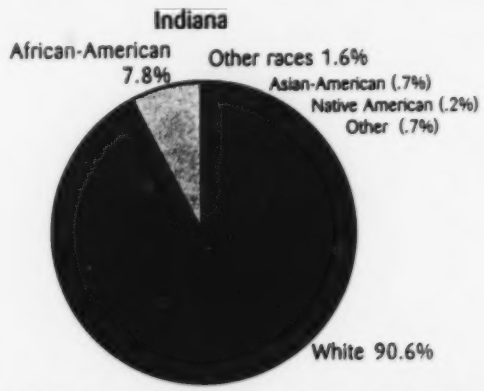
Teen Violent Death Rate, Indiana and United States, 1985-1992



SOURCE: KIDS COUNT Data Book 1995; Indiana State Department of Health, Public Health Statistics.

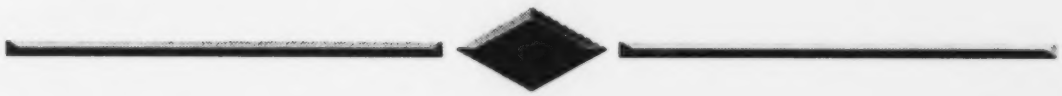
"pie chart"

Population by Race, U.S. and Indiana, 1990



The above information is taken from the *Kids Count 1995 Data Book*. Indianapolis, IN: Indiana Youth Institute, 1995.

Terms You Can Use



Terms You Can Use

As someone noted many years ago, "Figures don't lie, but liars do figure." Percents, ranks, variables, rates, indicators, averages—and other terms related to figuring—can be sources of confusion for the unknowing and traps for the unwary. But used correctly and skillfully, figures can also be potent tools for telling stories about the way things are or the way things could be, for setting objectives, for making comparisons, and for describing what did or did not change over time. Listed below are some common statistical terms and how they are used. They are listed alphabetically.

Indicator—an indirect measure of what we want to know. Beyond characteristics that can be measured directly, such as height and weight, we have to rely on indirect measures that indicate, or point to information we wish to know. Some commonly used indicators include test scores (to provide information about educational progress), the infant mortality rate (to provide information about the health of a city or nation), or the percentage of a state's adults who have postsecondary education (to provide information about the quality of the labor force). Choosing appropriate, useful indicators is a crucial part of the research process. Good indicators must have two characteristics: validity and reliability. (see definitions on **validity** and **reliability**)

Measures of central tendency—There are times when we want to know if some scores occur more frequently than others, and we want to summarize a set of scores with a single number. There are three commonly used measures of central tendency—the **mode**, the **median**, and the **mean**—that can provide this information.

Mode—the score (or category) that occurs most often.

Median—the middle score. Half of the scores would be higher than the median and half lower.

Mean—also called the average. The mean is calculated as:

$$\text{Mean} = \frac{\text{The sum of all scores}}{\text{The total number of scores}}$$

There are rules that govern when one measure of central tendency is more appropriate than another.

Observations—the measurement of characteristics are described as statistical observations, or simply observations. Usually, these measurements are expressed as numbers. It is important to know three things to be able to describe a statistical observation:

- What is the variable to be measured (e.g., age in years, percentage receiving free school lunches)?
- What is the variable measured on (e.g., pupils, schools)? (see definition on **unit of analysis**.)
- Where and when is the measurement to be made?

Percent—perhaps the most commonly used statistic. A percent is calculated as follows:

$$\% = \frac{\text{Cases in category A}}{\text{Total number of cases}} \times 100$$

Percent change—a statistic used to show how much change has taken place between Time 1 and Time 2. It is not simply a comparison of two percentages. Rather, percent change is calculated as follows:

$$\% = \frac{\text{Number at Time 2 - Number at Time 1}}{\text{Number at Time 1}} \times 100$$

Population—a statistical population (sometimes called a universe) consists of all the observations the researcher wants to measure on all the objects that could be measured at the time and place indicated. In the case of the youth polls, for example, this could mean all students attending all Indiana high schools during the 1994-95 school year. With a large universe, measuring everybody is just not practical. However, if the universe is small, such as the number of participants in an after-school program at a single school, it might well be possible to measure the universe. Generally, researchers get around this problem by using a sample. (see definition on **sample**.)

Qualitative data—data presented not in numerical form at the outset. Some common ways of gathering qualitative data include open-ended questions on surveys or recording and transcribing the content of discussions carried out in focus groups. Even this information needs to be organized carefully to make it useful. Researchers will look for common themes that run through the responses to open-ended questions, for example, and will develop a set of categories based on these themes. They can then count how many times a given theme appears. If there are strong patterns in the responses, it is possible to make some generalizations. Qualitative responses often make more in-depth exploration of a theme possible. In some cases, unless the researcher is using a highly sophisticated computer-based program to analyze the text of qualitative data, "content analysis" does not lend itself to rigorous statistical treatment.

Quantitative data—they either start out in numerical form (age, height) or may be placed easily in categories that can be assigned numbers (1= Agree, 2= Disagree, 3= No Opinion).

When organizing any form of data, the categories must have two characteristics: they must be exhaustive and mutually exclusive. This means that there must be a category for every response (even if some infrequently occurring responses have to be lumped together as "other"), and the categories must have clear boundaries. There should be a category for every response, but a response should fit in only one category. Books on statistics can supply more information about the rules for designing categories.

Range—the distance between the lowest and highest scores. Range is also useful in comparing groups. For example, a youthworker might have been asked to do a workshop for a group of young people. She or he would naturally ask, "What are their ages?" The content of the workshop would probably be quite different if the ages ranged from 8 to 10 years than if they ranged from 8 to 16 years.

Rates—used to describe relatively rare events when using simple percentages would give too small a number. A rate is expressed in terms of a predetermined base. For example, two Kids Count indicators use different bases. The infant mortality rate is the number of deaths of infants up to age one per 1,000 live births in a given time period. The teen violent-death rate is expressed as the number of teen deaths from violent causes per 100,000 teens ages 15 to 19 in a given time period. A percentage is actually a rate per 100.

$$\text{Rate} = \frac{\text{Cases in category A}}{\text{Total number of cases}} \times 100{,}000$$

Ratio—another way of making comparisons. Ratio is calculated as follows:

$$\text{Ratio} = \frac{\text{Cases in category A}}{\text{Cases in category B}}$$

Raw data—the measurements of the "objects" of your research. The raw data may come in one of two basic forms: qualitative or quantitative. (see definitions on **qualitative data** and **quantitative data**)

Reliability—the stability of the measure. A reliable measure would provide the same results time after time if used with the same group in the same way.

The design of questionnaires, creating measurements, finding appropriate indicators among the reams of information already assembled in government reports, etc., are other areas beyond the scope of this brief overview, but are discussed in detail in books about research methodology.

Sample—a subset of the entire population that could be measured. There are rules for drawing samples that will be truly representative of the total population. These rules may be found in general statistics texts. In general, researchers strive for samples chosen "at random." This means that when the choice process begins, each object in the population has an equal chance of being in the sample. Also, in general, larger samples are better than small samples—particularly when the population itself is large.

Statistics—can be used to summarize numerical information. There are two main parts to the study of statistics: **descriptive statistics** and **inferential statistics**.

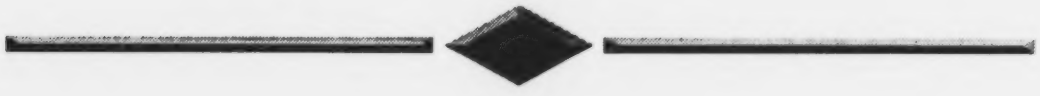
> **Descriptive statistics** are tools that can be used to describe collections of numerical observations.
>
> **Inferential statistics** go beyond descriptions. They are techniques that enable a researcher to make inferences about whole populations from information gathered from a sample. Inferential techniques also help answer questions about whether differences found in two or more groups (e.g., the experimental and control groups) are "real" differences or simply the result of chance variation. Here, we discuss only some commonly used descriptive statistical techniques.

Unit of analysis—the kind of "object" being measured. The "object" may be a person, a school, a community, or anything else that can be expected to provide answers to the research questions.

Validity—whether the measurement (indicator) actually measures what you want to measure. Many educators would argue, for example, that standardized test scores are not valid measures of what a young person has learned.

Variable—a characteristic of the "objects" (i.e., the unit of analysis) that is expected to differ from one to another. Thus, we could talk about age or attitude toward sports as variables among high school students responding to a youth poll; or the percentage of students receiving free school lunches as a variable among schools. In the first case, the unit of analysis is the individual student; in the second, the unit of analysis would be the individual school. The national *KIDS COUNT Data Book* uses states as the unit of analysis; the *Kids Count in Indiana Data Book* provides comparative information about Indiana's counties.

What Data Can Do For You



What Data Can Do For You

This guide will focus on two major areas in which data can be used to improve the lives of young people: program planning and advocacy.

Using data for program planning

Youthworkers, youth professionals, advocates, legislators—all are called upon at some time to assist in planning, writing, or evaluating programs to improve the lives of young people. The following points should be helpful to those who take on these important tasks.

Program design: What is happening now?

As program planners, you strive for programs that are responsive, relevant, and developmentally appropriate for the intended group—and, of course, cost effective. Because many possible priorities compete for time and resources, you need to make judicious decisions that are in the best interest of your organization and the clients you serve.

Effective programs begin with the careful and responsible gathering of information. By beginning with a thorough investigation of the current situation (or status quo), program planners can verify hunches, identify gaps in service, discover opportunities for future service, inventory resources, and set service priorities. Data gathered should assess needs and identify assets already available. Planners consider both types of information (i.e., "needs assessement" and "assets inventory") to gain a comprehensive understanding of both the deficiencies and the strengths of the status quo.

Here are some steps to take to identify the "needs" and "assets."
(1) Gather and analyze data from **internal sources**. Ask the question: "What do we already know?"

As program planners, you can find significant information on
- enrollment cards
- intake forms
- lesson or activity plans
- applications
- session attendance records

As program managers, you can gather more information from
- budget and program reports
- staff or volunteer timesheets
- mailing lists
- donor or membership lists
- evaluation reports

(2) Gather and analyze data from **external sources**. Ask questions like:

- What other information should be gathered to supplement internal records?
- What community resources already exist?
- Who do these resources serve?
- Where are the services offered?
- How much do the services cost? Are they accessible to the community?
- What is the nature and scope of the problem?
- Has there been change over time?

Here are some external sources that may help you find answers to the above questions. For more information, please refer to the section on **Information Resources** starting on page 19.

- United Ways
- Step Ahead Councils
- Indiana Youth Institute
- State departments and agencies
- Neighborhood organizations
- Universities and research institutes
- Chambers of Commerce
- County or local government

If the information you are looking for cannot be found from either internal or external sources, you may need to gather additional data to complete the picture. Here are some examples of research methods that you can use to collect firsthand information. For more information on these methods, see the chart on next page.

- focus groups
- written surveys or questionnaires
- opinion polls
- observations
- conversations

The information provided on the next page is adapted from the following publications:

Fink, Arlen and Jacqueline Kosecoff. *How to Conduct Surveys: a Step-by-Step Guide.* Newbury Park, CA: Sage Publications, Inc., 1985.

Fine, Gary Alan. *Knowing Children: Participant Observation with Minors.* Newbury Park, CA: Sage, 1988.

Krueger, Richard. *Focus Groups: a Practical Guide for Applied Research.* Newbury Park, CA: Sage, 1988.

The most effective research includes more than one approach to gathering information.

Focus Group

Also called group interviews, follows a logical structure. Generally involves 8-12 people who discuss a particular topic under the direction of a moderator who promotes interaction and assures that the discussion remains on the predetermined topic.

Advantages: Flexibility in providing opportunity to explore the topic in depth and to collect data from group interaction.

Limitations: Differences among group participants may cause difficulty for moderating; this method is labor intensive and reaches only a few respondents at a time; costs of transcribing and analyzing discussion content can be high.

Survey

Takes form of directly asking people questions to get information. Approaches can include mailing questionnaires or conducting face-to-face or telephone interviews.

Advantages: Closed-ended questions give better control over the process; can cover a large sample efficiently.

Limitations: Mailing and/or telephone expenses can be high; closed-ended questions may miss important information; coding the responses can take a lot of time or require access to optical scanning.

Youth Poll

A combination of the techniques of survey and focus group, used to gather information from young people on a specific topic that interests them.

Advantages: In-depth view, as in Focus Groups; covers large population, as in Surveys.

Limitations: Makes random sampling difficult; creating questionnaires requires specialized skills; can be expensive to administer; coding, analyzing data can be time-consuming and expensive when the sample is large.

Participant observation, informal observation, casual conversation

Interaction between adults and young people, during which data and information are collected informally.

Advantages: When they feel comfortable, young people are very articulate in expressing their viewpoints on subjects of interest to them.

Limitations: Less control and less structure in data collection; fewer people reached; cannot generalize to a larger population.

Program development—What do you wish to be different? How would you know?

During the program planning phase, data collection and analysis for an assets inventory, or a needs assessment, help a planner create as complete a description of current conditions as possible. At the program development phase, data collection and analysis will help to ensure program quality, attentiveness to goals, and responsiveness to young people.

Start by defining clear, measurable outcome objectives. These objectives should describe what will be different as a result of participation in the program. Planners must be able to measure and document objectives. Poorly-written objectives lead to poorly run programs in which participants may be busy, but not achieving. Well-written objectives, on the other hand, are like a road map. They provide a clear path for staff and participants to follow. Based on the conclusions drawn from the assets inventory or needs assessment during the program planning stage, the outcome objectives can be determined from the answers to the following questions:

- What new skills will a participant acquire?
- What new information will a participant gain?
- What behaviors will a participant change or what new behaviors will a participant adopt?
- What new attitudes will a participant exhibit?

Then, plan activities and strategies to achieve outcome objectives. With a desired outcome in mind, program planners tend to remain open-minded in their thinking and leave open many possibilities for techniques and strategies to achieve the objectives. Certain key questions can be asked during this stage:

- What strategies will be most effective?
- What program techniques or activities will be most appropriate for participants?
- What staff will be needed to lead the program?
- What training might staff need?
- What resources will be needed to support the program?

Meanwhile, write clear and measurable process objectives. These objectives can pave the way for efficient record-keeping systems and provide important data for program replication. Concrete process objectives can be determined by asking the following questions:

- How many sessions will participants attend?
- How frequently will participants meet?
- What tools or equipment will participants use?
- What will participants study or practice?
- With whom will participants interact?

Program evaluation—How will you know if the program is effective?

During this phase of program planning, new data collection and analysis will be needed to assess the program's effectiveness in meeting outcome objectives or to provide documentation about how the program operated. Carefully designed data collection systems must be in place at the onset of the program and used consistently. Valuable information can be lost if a program manager does not give careful consideration to documentation systems before a program begins.

Set up record-keeping systems to gather data from the following areas:

- participant attendance
- program content
- participant enrollment
- program costs
- staff time
- participant characteristics (age, gender, zip codes, etc.)
- program frequency and duration

Choose developmentally appropriate and interesting techniques to measure participants' progress. These techniques should directly relate to the objectives:

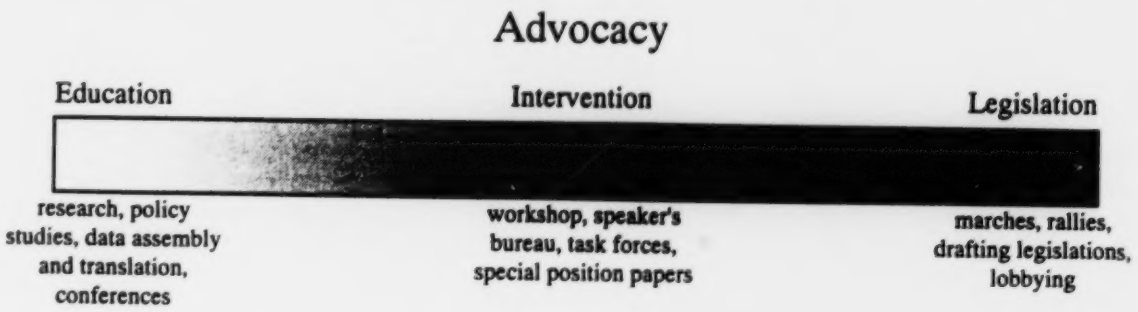
- skill tests
- demonstrations
- written tests
- journalizing
- observations
- task accomplishments
- staff logs
- attitude scales

The data, when combined with reflections from program staff, will provide a rich picture of the program for staff, board, funders, and the public. Program planners will use this evaluation data to determine whether a program is suitable for replication, whether adjustments in program delivery or content must be made, or whether the program was successful. Program evaluation should also lead program planners to the beginning of the program cycle once again. What new opportunities are there? What new needs might have emerged? How will you know?

Using data for advocacy

Information is a key to effective advocacy. Child advocates attempt to change the existing system in ways that will make life better for young people. Changing policies and conditions requires changing the attitudes, assumptions, and actions of policymakers and the public. Successful advocacy must have at its foundation reliable data that make a case or prove a point. Although child advocates do not have to conduct original, scientifically based research, they do have to know how to count numbers, calculate percentages, and rates, and rank the results. They usually need to analyze and compare data collected by other reliable sources. Generally, such data are sufficiently revealing on their own.

The following diagram identifies the major categories of youth advocacy. They range from less direct action, such as conducting research, to more direct action, such as lobbying.



The following examples list some common advocacy activities and guidelines for each activity.

Responding to the media

Description — Newspapers, radio, and television cover issues and events that are important to large segments of their audience. They need reliable, accurate information that holds up under scrutiny.

Some guidelines

- Distill essential information from the study and prepare it in a simple and concise form. Reporters, editors, and producers don't have time to read lengthy or complicated statistical reports.
- Use data projections if necessary to show how things would change for the worse or better.
- Compare your data with those from other communities, schools, or states.
- Be a reliable source of information by presenting the facts and allowing the media to determine the conclusion.

Making presentations to the general public, such as parents, community, ethnic, or religious groups

Description — The general public is more likely to be motivated by factual data than by loud slogans. Presentations with reliable and valid data can enhance people's awareness and understanding of certain issues that concern them.

Some guidelines

- Use data that relate directly to the issue of interest for the specific audience, such as community, ethnic, or religious groups.
- Use local data as well as data from other similar communities for comparison.
- Leave the audience with a few memorable facts and figures, plus the desire to know more.
- Minimize the use of technical language.

Example:

Every Day in America

3	children die from child abuse.
15	children die from guns.
27	children—a classroomful—die from poverty
95	babies die before their first birthday.
2,217	teenagers drop out of school each school day.
2,350	children are in adult jails.
2,699	infants are born into poverty.
3,356	babies are born to unmarried women.
8,189	children are reported abused or neglected.
100,000	children are homeless.
135,000	children bring guns to school.
1,200,000	latchkey children come home to a house in which there is a gun.

SOURCE: *The State of America's Children Yearbook, 1995.* Children's Defense Fund, 1995.

Making a fact sheet about children's well-being in your community

Description

A fact sheet is a simple and informative way to describe the status of children in a local community. It uses indicators to measure the social, economic, educational, and physical well-being of children. It usually includes percentages, rates, analysis of change over time, and rankings.

Some guidelines

- A fact sheet depicts only the negative or positive reality of children's lives. It seldom makes recommendations for change. It does, however, create a substantive base for recommendations for improvement in the community.
- A fact sheet can communicate a large amount of complicated information in a way that a lay audience can easily understand.
- A ranking method is often used to help portray conditions realistically and to facilitate comparisons with other communities.

Example:

Fact Sheet about Indiana Children		
Indicators	**Year 1992**	**National Rank**
Percent low birth weight babies	6.7	21
Infant mortality rate (per 1,000 live births)	4	37
Child death rate (per 100,000 children)	29.0	26
Number of births to unmarried teens Ages 15-19 (per 1,000 females)	43.2	32
Juvenile violent crime arrest rate Ages 10-17 (per 100,000 youths)	226	37
Percent of teens who are high school dropouts Ages 16-19	10.7	39
Percent of teens not attending school and not working Ages 16-19	10.6	30
Teen violent death rate Ages 15-19 (per 100,000 teens)	63.3	23
Percent of children in poverty	19.7	31
Percent of families with children headed by a single parent	29.0	47

* National rank is based on most recent available data.

SOURCE: *KIDS COUNT Data Book, 1995: State Profiles of Child Well-Being*. Baltimore, MD: The Annie E. Casey Foundation, 1995

Writing position papers or special reports on critical issues that affect youth

Description

Writing position papers or special reports is an effective way to send powerful messages to decision-makers. These papers usually present statistics along with experts' opinions, theoretical analysis, and case studies to support his/her position on an issue of current concern.

Some guidelines

- The purpose of the document should be clearly stated.
- Let the numbers speak. Don't manipulate data to prove the preconceived assumptions on certain issues.
- Define the targeted readers of the reports.
- Present a sufficient amount of information and details.

Monitoring the legislative process and lobbying

Description — Lobbying is a means of influencing legislators to initiate or pass a law to address an unmet need or to defeat a law that would be harmful to children's interests.

Some guidelines

- The lobbying activity must comply with the legal limitations placed on nonprofit organizations.
- Effective lobbying is founded on long-standing relationships with legislators.
- Information presented to legislators should be concise, simple, and informative so that it can be easily adapted for their own speeches.

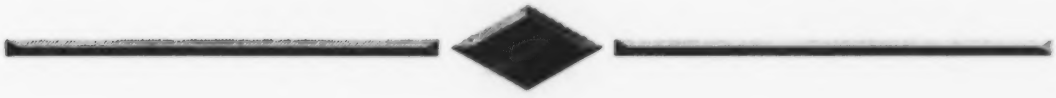
The above information is paraphrased and adapted from the following publications:

An Advocate's Guide to the Media. Washington, DC: Children's Defense Fund, 1990.

An Advocate's Guide to Using Data. Washington, DC: Children's Defense Fund, 1990.

Richart, David W. and Stephen R. Bing. *Fairness is A Kid's Game: Children, Public Policy, and Child Advocacy in the States.* Louisville, KY: Kentucky Youth Advocates, 1987.

Information Resources



Information Resources

Recent Indiana Statistical Publications (1990-1995)

All publications listed are in the collection of the Indiana Youth Institute's Resource Center, a non-circulating library devoted to child, youth, and family issues. Please help us expand this list of publications by sending copies of reports and journal articles not on the list to:

Resource Center
Indiana Youth Institute
333 North Alabama Street, Suite 200
Indianapolis, IN 46204

1992 WIC Annual Report. Indianapolis, IN: Indiana State Department of Health, n.d.

Provides a statistical summary of activities, expenditures, and participation in the Special Supplemental Food Program for Women, Infants, and Children (WIC).

Alcohol, Tobacco, and Other Drug Use by Indiana Children and Adolescents. Prevention Monograph Series Monograph No. 94-1. Bloomington, IN: Indiana Prevention Resource Center, Indiana University, June 1994.

This study reports prevalence statistics from the annual survey of more than 80,000 Hoosier students in grades 6-12. It provides information about usage patterns by grade level between 1991 and 1994; provides comparative data from national survey of 1993; provides analysis by grade level and gender for 1994.

Blueprint For Action: Places to Go: A Strategic Plan for Developing Free Time Opportunities and Activities for Youth in Marion County. Indianapolis, IN: Marion County Commission On Youth, 1994.

Presents recommendations for action to help increase free time activities and opportunities for youth in Marion County.

Child Abuse and Neglect: Indiana's Emergency. Indianapolis, IN: Indiana Commission on Abused and Neglected Children and Their Families, 1992.

A summary of the findings of the bi-partisan Governor's Commission created by the Indiana General Assembly in 1992. In addition to statistical data, it examines Indiana's child protection services and children's services systems. Lists 16 recommendations for legislative and administrative change endorsed unanimously by Commission members.

Directions: Today's Needs, Tomorrow's Opportunities: 1993 Assessment of Human Needs and Services in Central Indiana. Indianapolis, IN: United Way/Community Service Council, 1993.

The report assesses the needs of health and human services and the community's capacity to meet those needs in eight Central Indiana counties. It serves as a resource for United Way decision-making in a range of community problem-solving responses including funding, planning and research, advocacy, and volunteerism.

Education in Indiana: An Overview. Bloomington, IN: Indiana Education Policy Center, School of Public and Environmental Education, 1994.

Provides a comprehensive examination of education in Indiana. It covers the organization and governance of education, recent state education reform, demographic, economic, and social conditions, student enrollment and attainment, student achievement, educational requirements and opportunities, education and the workforce, and financing education. The next report will be published in 1996.

Ellis, Nancy T. and Mohammed R. Torabi, *The Indiana Student Health Survey: Surveillance of 9th and 12th Grade Youth Health Behaviors.* Indianapolis, IN: Indiana Department of Education, 1992.

This survey closely replicates the Centers for Disease Control 1990 National Risk Behavior Survey. More than 2,000 Hoosier students in Grades 9 and 12 responded to questionnaires that measured the prevalence of behaviors believed to cause the most accidents, disease, and death during adolescence, as well as mortality and morbidity in later life. (Results of a new survey will be available in late 1995.)

Erickson, Judith B. *Compromised Futures: Indiana's Children in Poverty.* Indianapolis, IN: Indiana Youth Institute, 1991.

A summary of information about Indiana's children, youth, and families living below the poverty line. Statistitcs cited are prior to the U.S. Census of 1990.

———. *Kids Count in Indiana Data Book.* Indianapolis, IN: Indiana Youth Institute, published annually.

A summary of statistical data related to the well-being of Hoosier children, youth, and families. Data sources include state agencies, private organizations, and university-based research reports.

———. *The State of the Child in Indiana II.* Indianapolis, IN: Indiana Youth Institute, 1993.

A comprehensive overview of the status of children and families in Indiana. It examines demographics, economics, child abuse and neglect, education, health and well-being, and the high-risk behaviors of adolescence.

Erickson, Judith B. *Indiana Youth Poll: Youths' Views of High School Life.* Indianapolis, IN: Indiana Youth Institute, 1991.

———. *Indiana Youth Poll: Youths' Views of Life Beyond High School.* Indianapolis, IN: Indiana Youth Institute, 1992.

Erickson, Judith B., Dennis Hogan and Stephanie Hasbrouck, *Indiana Youth Poll: Youths' Views of Peer Relationships.* Indianapolis, IN: Indiana Youth Institute, 1994.

———. *Indiana Youth Poll: Youths' Views of Racism, Sexism and Poverty.* Indianapolis, IN: Indiana Youth Institute, 1995.

Youth polls present youths' perspectives on issues that affect their lives; offers discussion guides, resources, and suggestions for further reading.

Fiscal Year Demographic Trend Report. Indianapolis, IN: Indiana Family and Social Services Administration, published annually.

A compilation of fiscal year information on the Assistance to Families with Dependent Children, Food Stamp Program, IMPACT, and Medicaid programs; child abuse and neglect, family protection services, housing and community services.

Healthy Hoosiers 2000. Indianapolis, IN: Indiana State Department of Health, published annually.

Provides a summary of Indiana's progress toward meeting the national health goals for the year 2000. Among indicators of child and adolescent well-being are pregnancy, birth, death, immunizations, poverty, youth suicides, etc.

Home-Based, Family-Centered Services: A Response to the Child Welfare Crisis. Indianapolis, IN: Indiana Youth Institute, 1991.

The report examines the human and financial costs of out-of-home placement of Hoosier children; discusses the promise of programs that provide intensive home-based services to troubled families.

Humphrey, Jack. *A Study of Reading in Indiana Middle, Junior, and Senior High Schools.* Indianapolis, IN: Indiana Youth Institute, 1992.

Summarizes the current status of reading in Indiana's schools; the report is based on the results of a survey of 460 of 615 Indiana middle, junior, and senior high schools.

The Indiana Factbook, 1994-95. Bloomington and Indianapolis, IN: Indiana Department of Commerce and the Indiana University School of Business, Indiana Business Research Center, 1994.

A compendium of demographic and economic data for the state of Indiana. Looks at trends in personal, per capita, and family income; population; industry and employment for the state as a whole and each of the 92 counties.

Indiana County Population Projections: 1995 to 2030. Bloomington, IN: IU School of Business, Indiana Business Research Center, 1993.

Presents an overview of population trends for the state of Indiana; using 1990 census data as a base, provides population projections by age group for the state and each of the 92 counties for 1995, 2000, 2005, 2010, 2020, and 2030. (Summary available from IBRC.)

Indiana Judicial Report, 3 vols. Indianapolis, IN: Supreme Court of Indiana, Division of State Court Administration, published annually.

Vol I, *Executive Summary*, presents a description of the court systems of Indiana; a summary of juvenile cases filed, venued in, disposed, and pending. Vol. II contains the same information for each court in Indiana, summarized by county. Vol. III contains detailed information on case dispositions for each court in Indiana, summarized by county.

Indiana Together: Strategies for Achieving a Drug-free Indiana. Governor's Commission for a Drug-Free Indiana. Indianapolis, IN: Office of the Governor, October 1994.

Outlines progress made by the Commission in 1990 in implementing 60 actions to address alcohol and other drug problems. It describes planning and action partnerships between local and state governments.

Lehnen, Robert G. and Morton J. Marcus. *Indiana School Districts Under Stress.* Indianapolis, IN: School of Pubic and Environmental Affairs, Indiana University, 1994.

Report examines the economic and population changes experienced by Indiana school districts in the 1980s. The information used in the report is based on U.S. Census data for 1980 and 1990.

Making It in Today's World: Options for Strengthening Parents' Contributions to Children's Learning. West Lafayette, IN: Department of Child Development and Family Studies, Purdue University, November 1992.

This report presents key findings from the Family Educational Outlook Study that examined how parents facilitate their children's learning, especially in home- and community-based settings. It based on in-depth interviews with families in East Chicago, Indianapolis, and Logansport.

Meeting the Challenge: Education Progress in Indiana. Indianapolis, IN: Office of the Governor and the Indiana Department of Education, September 1994.

An annual summary of progress in Indiana toward meeting the **Eight National Education Goals**. Provides descriptions of Indiana initiatives designed to address goals, strategies, statistical indicators, and benchmarks that will indicate satisfactory progress toward meeting the goal by the year 2000.

Neal, Andrea. "Youth Gone Wild," *Indianapolis Star* Nov.7—14, 1993.

A report based on a six-month investigation of the Marion County juvenile justice system, and the young people and their families caught up in the system.

Orfield, Gary and Faith Paul. *High Hopes, Long Odds: A Major Report on Hoosier Teens and the American Dream.* Indianapolis, IN: Indiana Youth Institute, 1994.

A report, originally published serially, of the aspirations of Hoosier 8th-, 10th-, and 12th-graders. Based on a study commissioned by Lilly Endowment Inc. that included participation of more than 5,000 young people, nearly 5,000 of their parents, and nearly 400 of their guidance counselors. The study found aspirations to be unexpectedly high, but that too many young people were not on a course that would help them reach their goals. Unpublished technical reports are available in the IYI Resource Center.

Reducing Alcohol & Other Drug Abuse in Central Indiana. Volume I: Needs and Services, Volume II: Strategies for Community Action. Indianapolis, IN: Community Service Council, 1991.

A compilation of information on alcohol and drug use and substance-related arrests in Boone, Hamilton, Hancock, Marion, and Morgan Counties. Suggests strategies for community response.

Selected Labor Force Data: U.S., Midwest, Indiana & Indianapolis MSA & City. Indianapolis, IN: Indiana Department of Workforce Development, 1994.

The report contains information about employment and unemployment among youths ages 16-19, based on the Current Population Survey conducted by the U.S. Bureau of the Census for the Bureau of Labor Statistics.

Siantz, Mary Lou deLeon. *Texas Migrant Council Head Start Project Narrative.* n.p.,1992.

Reviews activities of the Texas Migrant Council in providing comprehensive services to the 2,000 migrant families who work in Indiana agriculture during the growing season.

Smith, Doreen L. *Kids, Crime and Court: The Juvenile Justice System in Indiana.* Indianapolis, IN: Indiana Youth Institute, 1994.

A basic primer describing the complexity of Indiana's juvenile justice system. Provides an overview of the processes of intake, detention, adjudication, and disposition of cases involving children younger than age 18. Summarizes background information about the young people committed to the Indiana Department of Correction and presents data on 1991 juvenile arrests from the FBI Uniform Crime Report.

Smith, Doreen L. *Juvenile Justice in Indiana: Facing the Issues.* Indianapolis, IN: Indiana Youth Institute, 1995.

Examines the problems facing Indiana's fragmented juvenile justice system. Draws together recommendations of the many committees and task forces that have confronted the problems and examined solutions.

Torabi, Mohammed R, W.J. Bailey and M. Majd-Jabbari. "Cigarette Smoking as a Predictor of Alcohol and Other Drug Use by Children and Adolescents: Evidence of the Gateway Drug Effect," *Journal of School Health* 63, no.7 (September 1993): 302-306.

Based on data from the annual surveys conducted by the Indiana Prevention Resource Center, the report examines the role of cigarette smoking as a "gateway" to use of alcohol and other drugs.

Turner-Smith, Patricia and Judith B. Erickson. "Helping Indiana Become a State That Truly Cares About its Young People," *New Designs for Youth Development* 11, no.4 (Fall 1994): 30-35.

Provides a history of the Indiana Youth Institute and its emerging role as an intermediary organization.

Recent National Statistical Publications (1990-1995)

Bezilla, Robert. *America's Youth in the 1990s.* Princeton, NJ: George H. Gallup International Institute, 1993.

The Conditions of Education. Washington, DC: National Center for Education Statistics, published annually.

Crime in the United States. Washington, DC: Federal Bureau of Investigation, published annually.

Digest of Education Statistics. Washington, DC: National Center for Education Statistics, published annually.

Drug-Use Forecasting 1993 Annual Report on Juvenile Arrestees/Detainees: Drugs and Crime in America's Cities, 1995. National Institute of Justice. Washington, DC: U.S. Department of Justice, published annually.

Five Million Children: A Statistical Profile of Our Poorest Young Citizens. New York, NY: National Center for Children in Poverty, 1990.

Grant, James F. *The State of the World's Children.* New York, NY: Oxford University Press, published annually.

Healthy People 2000. Atlanta, GA: Center for Disease Control and Prevention, published annually.

Healthy Youth 2000: National Health Promotion and Disease Prevention Objectives for Adolescents. Chicago, IL: American Medical Association, 1990.

KIDS COUNT Data Book. Baltimore, MD: Annie E. Casey Foundation, published annually.

The National Education Goals Report: Building a Nation of Learners. Washington, DC: U.S. Government Printing Office, published annually.

Snyder, Thomas D. *Youth Indicators: Trends in the Well-Being of American Youth.* Washington, DC: National Center for Education Statistics, published annually.

The State of America's Children Yearbook. Washington, DC: Children's Defense Fund, published annually.

Statistical Charts and Indicators on the Situation of Youth: 1970-1990. United Nations, 1992.

Teen Suicide: A Report on the 1991 Gallup Survey Among Teens and the 1994 Gallup Update Survey. Princeton, NJ: George H. Gallup International Institute, 1994.

Tidwell, Billy J. *The State of Black America, 1994.* Washington, DC: National Urban League, 1994.

What Lies Ahead: A Decade of Decision. Alexandria, VA: United Way Strategic Institute, 1992.

National Clearinghouses

The following are some national data sources and their phone numbers.

Drug and Substance Abuse

Drug Information and Strategy Clearinghouse..... (800) 245-2691
Office of National Drug Control Policy, Drugs & Crime Clearinghouse..... (800) 666-3332
National Clearinghouse for Alcohol and Drug Information .....(800) 729-6686

Juvenile Justice and Delinquency

Juvenile Justice Clearinghouse..... (800) 638-8736
Bureau of Justice Statistics Clearinghouse..... (800) 732-3277
National Center for Juvenile Justice..... (412) 227-6950
Federal Bureau of Investigation, U.S. Dept. of Justice.....(202) 324-5015

Child Welfare

American Association for Protecting Children.....(800) 2-ASK-AHA
Child Welfare League of America..... (202) 638-2952
Clearinghouse on Child Abuse and Neglect and Family Violence Information.....(703) 821-2086
National Center on Child Abuse and Neglect..... (800) 227-5242
National Clearinghouse on Child Abuse & Neglect.....(800) 394-3366
National Clearinghouse on Families & Youth.....(301) 608-8098
National Resource Center on Child Sexual Abuse.....(205) 534-6868

Education

Educational Policies Information Clearinghouse..... (703) 838-NSBA
National Dropout Prevention Center..... (803) 656-2599/(800) 443-6392
National Resource Center for Experiential and Service Learning..... (919) 787-3263
Educational Resources Information Center Clearinghouse..... (800) LET-ERIC

Health

The Alan Guttmacher Institute..... (212) 254-5656
Combined Health Information Database..... (301) 468-6555
National Center for Health Statistics..... (301) 436-8500

Other information

Bureau of Labor Statistics, U.S. Department of Labor..... (202) 523-1944
Children's Defense Fund..... (202) 628-8787
Child Trends, Inc..... (202) 223-6288
Girls Incorporated National Resource Center..... (317) 634-7546
National Center for Children in Poverty..... (212) 927-8793
National Information Center for Children and Youth with Disabilities..... (800) 695-0285
National Resource Center for Youth Services..... (918) 585-2986
Search Institute..... (800) 888-7828

Indiana Data Sources

Bureau of Child Labor
Department of Labor
Room W195
402 West Washington St.
Indianapolis, IN 46204
(317) 232-2676

Criminal Justice Institute
Room E209
302 West Washington St.
Indianapolis, IN 46204
(317) 232-1233

Educational Information System
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-0808

Family and Social Services Administration
402 W. Washington St. Room W461
Indianapolis, IN 46204
(317) 232-4346

Girls Incorporated National Resource Center
441 W. Michigan St
Indianapolis, IN 46202
(317) 634-7546

Indiana Business Research Center
Indiana University
801 West Michigan St.
Indianapolis, IN 46202-2205
(317) 274-2205

Indiana College Placement and Assessment Center
2805 E. Tenth St. SCR 150
Bloomington, IN 47405
(800) 992-2076

Indiana State Department of Health
1330 West Michigan
P.O. Box 1964
Indianapolis, IN 46206-1964
(317) 383-6307

Indiana State Department of Workforce Development
Indiana Government Center South, E204
10 N. Senate Ave.
Indianapolis, IN 46204
(317) 232-1820

Indiana Education Policy Center
#170 Smith Research Center
Indiana University
Bloomington, IN 47405
(812) 855-1240

Indiana Prevention Resource Center
Creative Arts Building, Room 110
840 State Road 46 Bypass
Bloomington, IN 47405
(812) 855-1237

Indiana Youth Institute
333 N. Alabama St. Suite 200
Indianapolis, IN 46204
(317) 634-4222

Institute for the Study of Developmental Disabilities
2853 E. 10th St.
Bloomington, IN 47405
(812) 855-6508

State Data Center
Indiana State Library
140 N. Senate Ave.
Indianapolis, IN 46204
(317) 232-3733

Electronic Databases and Networks

With a computer, a modem, and communication software, you can access the following electronic databases and networks. Some of these online services charge a fee, whereas you need to pay phone charges for others.

EDIN (Economic Development Information Network)
Developed by The Indiana Business Research Center, the research unit in the School of Business at Indiana University provides research and information services for government, business, industry, labor, and education from its extensive economic and demographic databases. For more information, call (317) 274-2205 or e-mail ROGERSC@INDYVAX.IUPUI.EDU

ERIC (Educational Resource Information Center)
A national information system designed to provide users with ready access to an extensive body of education-related literature. ERIC database, the world's largest source of education information, can be accessed via networks, or on CD-ROM. For more information, call (800) LET-ERIC or e-mail ASKERIC@ERICIR.SYR.EDU

Global ChildNet
An electronic information and communication network that offers a variety of information services on issues related to the well-being of children around the world. For more information, call (800) 515-6008, or e-mail GCNETCO@WEB.APC.ORG

HandsNet
A national communication network. Its membership includes human services organizations, youth-serving agencies, legal associations, and child advocates. For more information, call(408) 257-4500 or e-mail HN0001@HANDSNET.ORG

IdeaNet
Operated by the Indiana Department of Education, contains educational data from Indiana's 294 school districts and general information exchange forums. For more information, call (317) 232-0808. or e-mail MHUFFMAN@IDEANET.DOE.STATE.IN.US

IndianaNet
One of the nation's first online legislative services. Provides immediate access to current information regarding Indiana's legislative activities, as well as developments in other states and the U.S. Congress. For more information, call (317) 264-6854.

NCJRS (National Criminal Justice Reference Services)
A wealth of criminal justice information, including updates from the Office of Justice Programs as well as connections to other sources of information across the Internet. The database also provides extensive information about products and services sponsored by NCJRS. For more information, call (800) 851-3420 or e-mail LOOK@NCJRS.ASPENSYS.COM

PAVNET (Partnerships Against Violence NETwork)
Provides information about techniques for combating violence in American society. It represents the cooperation of multiple federal agencies to quickly bring information on anti-violence programs to state and local officials. For more information, call (800) 851-3420 or e-mail JGLADSTO@NALUSDA.GOV

SIRS (Social Issues Resources Series)
An information system provides full-text articles on critical social issues, such as drugs, alcohol, family, crime, health, school, youth, etc. Available on CD-ROM. For more information, call (800) 232-SIRS.

YouthNet
The telecommunications system of the National Network of Runaway and Youth Services. The users include community-based organizations, coalitions, corporations, resource centers, clearinghouses, universities, and state and federal government offices. For more information, call (202) 783-7949.

.....From the IYI Resource Center

The IYI Resource Center provides bibliographies on youth-related subjects. We provide these bibliographies free of charge as a way of helping you find current information about youth. The Resource Center is not a lending library; however, your local library or bookstore may have the materials on the following topics. To get a booklist on any of the subjects listed below, please call the IYI Resource Center at (800) 343-7060 or (317) 634-4222.

Bibliographies are available on these topics:

Academic Achievement
Adolescent Parenting
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Children in Poverty
Collaboration in Education
Community Involvement in Education
Conflict Resolution
Cultural Diversity
Dropout Prevention
Early Adolescence
Education Equity
Evaluation
Games
Gangs
Gifted and Talented Youth
Grants and Fundraising
Intergenerational Programming
Juvenile Justice
Life Skills
Management
Mentoring
Middle School Education
Nonformal Education
Parent Involvement
Parenting
Positive Discipline
Reading and Literacy
Rural Youth
School-Age Child Care
School Counseling
School-To-Work Transition
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IYI Publications Available

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Cost: $7.50 plus $3.00 postage & handling each

- Youths' Views of High School Life, 1991 — YP01
- Youths' Views of Life Beyond High School, 1992 — YP02
- Youths' Views of Peer Relations, 1994 — YP03
- Youths' Views of Racism, Sexism and Poverty, 1995 — YP04

Kids, Crime, and Court: The Juvenile Justice System in Indiana, 1994 — KC01

Cost: $5.00 plus $3.00 postage & handling

Kids Count in Indiana 1995 Data Book — KC05

Cost: $12.00 plus $3.00 postage & handling

Juvenile Justice in Indiana Facing the Issues, 1995 — KC06

Cost: $10.00 plus $3.00 postage & handling

High Hopes, Long Odds — **ORDER #**

A Major Report on Hoosier Teens and the American Dream — HHLO

Cost: $35.00 plus $2.50 postage & handling each

Pamphlets

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- Question Your Public Officials
- More than a band-aid is needed to heal Indiana's child welfare emergency!

The Indiana Youth Institute

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A Guide to Resources on the School-to-Work Transition	ED 361 541
Home-Based Family-Centered Services	ED 343 704
Kids, Crime and Court	ED 366 897
Resource Packet on Youth Literacy	ED 345 201
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A Study of Reading in Indiana's Middle, Junior and Senior High Schools	ED 344 205
High Hopes, Long Odds	ED 378-463

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INDIANA YOUTH INSTITUTE

10 Blueprints for Healthy Development

The Indiana Youth Institute's blueprint for healthy development of all Indiana's children is based on the premise that every child in Indiana—regardless of race, gender, ethnicity, handicapping condition, geographical location or economic status — deserves an equal opportunity to grow up in a safe, healthy, and nurturing environment.

BUILDING A HEALTHY BODY

Indiana's youth will be born at full term and normal birth weight to healthy mothers. They will receive a well-balanced diet in adequate supply to grow strong bodies to acceptable height for their age. They will be provided a balance of physical activity and rest in a safe and caring environment. They and their families will have access to good medical care and educational opportunities that teach them how to abstain from health-endangering activities and engage in health-enhancing activities.

BUILDING POSITIVE RELATIONSHIPS

Indiana's children will experience love and care of parents and other significant adults. They will develop wholesome relationships while learning to work collaboratively with peers and adults.

BUILDING SELF ACCEPTANCE

Indiana's children and youth will perceive themselves as lovable, and capable; they will act with self-confidence, self-reliance, self-direction, and control. They will take pride in their accomplishments. As they develop self-esteem, they will have positive feelings about their own uniqueness as well as that of others.

BUILDING ACTIVE MINDS

Indiana's young people will have stimulating and nurturing environments that build on their individual experiences and expand their knowledge. Each young person will reach his or her own potential, gaining literacy and numeric skills that empower the lifelong process of asking questions, collecting and analyzing information, and formulating valid conclusions.

BUILDING SPIRIT & CHARACTER

Indiana's young people will grow up learning to articulate and inculcate values upon which to make ethical decisions and promote the common good. Within safe boundaries, children and youth will test limits and understand relationships between actions and consequences.

BUILDING CREATIVITY AND JOY

Indiana's young people will have diverse opportunities to develop their talents in creative expression (e.g., music, dance, literature, visual arts, theater); to appreciate the creative talents of others; and to participate in recreational activities that inspire constructive, lifelong satisfaction.

BUILDING A CARING COMMUNITY

Indiana's communities will encourage their young people to see themselves as valued participants in community life. In addition to being recipients of services that express the communities' concerns for their safety and well-being, young citizens will become resources who will improve their surroundings, support the well-being of others, and participate in decisions that affect community life.

BUILDING A GLOBAL PERSPECTIVE

Indiana's children and youth will learn to see themselves as part of the global community, beyond ethnic, religious, state, and national boundaries. In formal and informal educational experiences, they will have opportunities to become familiar with the history, political issues, languages, cultures, and ecosystems that affect global life and future well-being.

BUILDING ECONOMIC INDEPENDENCE

Indiana's young people will be exposed to a variety of educational and employment experiences that will contribute to vocational and career options. Their formal and informal educational experiences will prepare them to make the transition from school to work, to contribute to the labor force, and to participate in an economic environment that will grow increasingly more complex and will require lifelong learning.

BUILDING A HUMANE ENVIRONMENT

All children will have access to a physically safe environment, free from abuse, neglect, exploitation, and other forms of violence. They will have adequate housing and living conditions; safe neighborhoods; clean air, food, and water. Their environment will be free from toxins, drugs, alcohol, and tobacco. All children will have an opportunity to learn how to protect their environment for the future.

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